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ABSTRACT

In this position statement, professional technical education is defined as a blend of technology, work skills, and academic subjects to prepare all students for a lifetime of successful learning, working, and living. This document presents a call to action, a framework for action, and a list of the participants and resources for such action, developed for Lane County, Oregon. In Part I, the vision for students and the systems to participate in a global economy are described. This part includes information on laying a foundation for change in the county and creating a work force development strategy. Part II presents a guide for action. It includes the following: recommendations for planning; ideas on empowering people to lead and to change; information on determining outcomes, standards, and measures; suggestions for establishing an integrated network of education, business, and community and a communication network; and advice on acknowledging and facilitating the process of change. The third part of the report lists the members of the various Lane County committees who have adopted the vision and a list of 22 reports, papers, and legislation, 11 periodicals, 5 books, 8 audiotapes and videotapes, and 7 other resources. (KC)

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# A VISION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

If our children are to prosper, we must work together with new diligence. Embracing our diversity... educators, business people and parents must create meaningful learning experiences that empower our students, giving them paths to satisfying careers, community involvement and lifelong learning.

## PROFESSIONAL TECHNICAL EDUCATION REFORM

LANE COUNTY, OREGON

CE 065 322



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Professional Technical Education blends technology, work skills and academics to prepare all students for a lifetime of successful learning, working and living.

For more information on professional technical education efforts in Lane County and how you can help prepare our students for the 21st century, please contact

Professional Technical Education
Lane Education Service District
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1200 Highway 99 North
Eugene, Oregon 97402-0374
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# THE VISION

## CALL TO ACTION

With characteristic pioneering spirit, Oregon has forged to the head of the movement for the reform of professional technical education. In the 1991 legislative session, while many were still debating the possibilities and complexities of education reform, our legislature took a stand. The Oregon Workforce Quality Act created the Workforce Quality Council, a single body to look at the myriad of employment, training and educational programs in the state. Oregon's Education Act for the 21st Century pledged to create the best educated and trained workforce in America by the year 2000 and equal to any in the world by 2010.

On its surface, the argument for reform makes good sense. But those of us who are immersed in the intricacies of individual districts, schools, classes and students may be skeptical of the simplistic interpretations we are offered. We know there will be resistance to reorganization and to change unless the rationale is clearly articulated. We know that reasoned change is going to require the reallocation of time and resources, and sensitivity to local concerns. Above all, we know that constructive change will demand the active cooperation of educators, administrators, parents, students, business and community leaders.

With this publication, we ask you to join us in making education reform work for Lane County. We are a group of educators, business people and community representatives committed to a better future for our students. We invite you to share our vision and our enthusiasm for a countywide professional technical education reform movement.

In the first section, we offer you our visions — a vision for our students, and a vision for a seamless system of education that can take us productively into the 21st century. We urge citizens at all levels to embrace these visions as new guideposts in restructuring professional technical education.

In the second section, we present a Framework for Action, a compendium of expectations, ideas and concerns offered by Lane County educators, business people, students and parents. We encourage those involved in planning and implementation to seriously consider this advice.

When applied with long-term focus and commitment, education reform offers a sound response to the economic challenges we are facing in America and in Lane County. We look forward to working with you on this important mission.

## PARTICIPATING IN A GLOBAL ECONOMY

In our new global economy, where telecommunications and air transportation have removed geographic barriers to international trade, America must keep pace with international competitors. As other countries take advantage of technological advancements to improve their productivity, American industry will need a workforce that is prepared to do the same.

The high-skill, high-wage jobs of the future will demand good basic academic skills and the ability to apply those skills to the working world through problem solving and decision making. They will demand higher individual productivity and a stronger career focus. For our education system, the challenge is to turn out students who are more work-ready, whose 12-plus years in the education system are directed toward individualized, defined skills and preferences and an eventual career track, either professional or technical.

In order for Lane County to produce a more prepared workforce, we must reassess our local economy and the jobs that will be available when our students enter the job market. Clearly, we no longer simply have a "timber economy." A more diverse business base is emerging in Lane County. Between 1964 and 1991, timber jobs dropped from 27 to 7 percent of Lane County employment. In that same period, non-timber manufacturing jobs rose from 5 to 9 percent of the county's employment. But the largest percentage of jobs in Lane County — nearly 83 percent in 1991 — are in the service sector.

> *Unless we raise our expectations to world-class levels — and then meet them — our standard of living and quality of life may suffer in the years ahead as we lose ground to determined competitors around the globe. The workers of tomorrow are in our classrooms today.*
>
> Oregon Benchmarks

The service sector is generally portrayed as the low-wage, low-skill sector of our economy. In fact, many service sector industries offer good wages for skilled workers. These jobs require academic and reasoning skills, the ability to master new technologies, a good work ethic and appropriate workplace behavior. Professional technical education reform will give us the tools to build these skills in the future workforce, enocuraging more growth in the high-wage service sector.

As we target our students toward the jobs that will build Lane County's economy, we also have to improve our strategies for keeping them in school.

A 1987 Lane County study showed the dramatic correlation between years of education and income: while high school dropouts in our community were earning an average of $761 per month, graduates were earning $1,135. One year of vocational training raised the average to $1,417; an associate degree to $1,630. Professional technical education reform, with its focus on making school more relevant to the world of work, will help us encourage continuing education.

To achieve our vision, interaction between local schools, vocational training programs and employers will be critical. Our new professional technical educational system will help us create a bridge from school to a high-performance workplace, by encouraging activities and outcomes that connect what students learn in school with the world outside. As we create a workforce skilled for the needs of the workplace, we will be able to attract high-paying, high-performance employers to strengthen Lane County's economic base.

## LAYING A FOUNDATION FOR CHANGE IN LANE COUNTY—

For change to take place effectively in any system, it must be slow and methodical. We must give due respect to history, then move forward to blend those techniques that have worked, abandon those that have not, and build enthusiasm for what can be.

*Without reform, the gap between the haves and the have-nots will widen, our stature in the world market place will diminish, there will be unrest and a breakdown in social structures. With reform, education becomes a community responsibility, and the outcome benefits the entire community.* State Official

In Lane County, we have two 21st Century Schools that can share their experience with professional technical education reform. Willamette High School and Cottage Grove High School have begun to implement many of the directives of Oregon's Education Act for the 21st Century: block scheduling, structured work experience, Total Quality Management, youth apprenticeship, cooperative learning, applied academics and Certificates of Initial and Advanced Mastery.

Other schools and districts throughout the county are offering a variety of applied programs in principles of technology, math, communications, bio/chemistry and materials science. The majority of our high schools are offering professional technical education courses in which students can begin

a career path and continue it through Lane Community College, with a high probability of being employed at grade fourteen. Lane Community College is also retraining many adults whose skills are no longer suitable for the workplace.

As organizations work independently to pilot reform efforts, a regional strategy for professional technical education reform is already underway. For several years, Lane County groups — including the Regional Workforce Quality Committee, the Professional Technical Education Consortium and the Process Model Group — have been discussing local priorities and guidelines for a countywide educational strategy. Representatives from all levels of education have been actively involved.

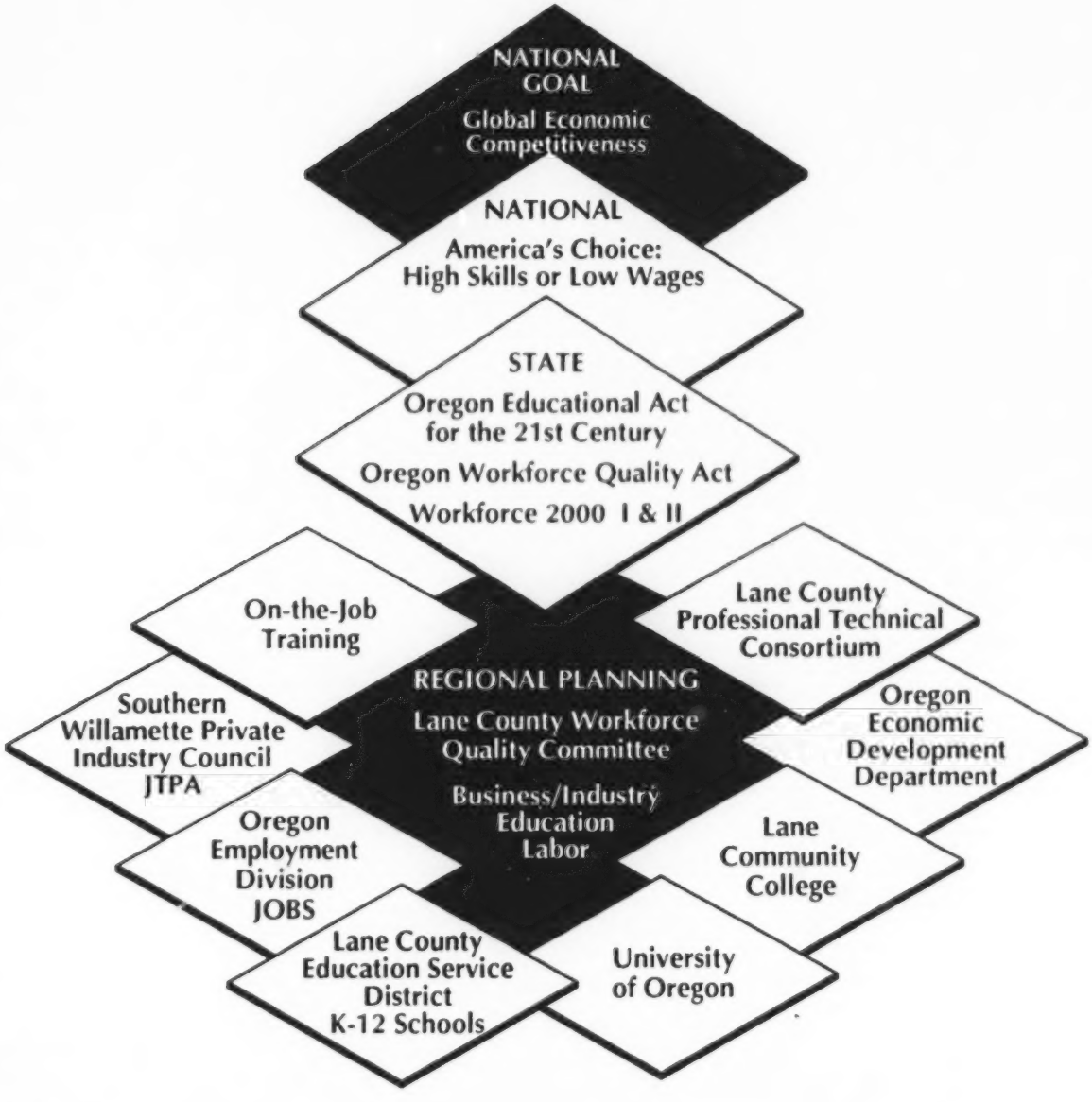
> *Our training and retraining efforts in public and private education, apprenticeship, vocational and trade schools must reflect our county's emerging economy — engineering, biotechnology, light manufacturing, marketing, computer technologies and value added industries.* Superintendent

As we begin planning reform in our own schools and districts, we can look to these leaders for counsel on the challenges and opportunities ahead.

## CREATING AN INTEGRATED WORKFORCE DEVELOPMENT STRATEGY FOR LANE COUNTY

Our new approach to professional technical education reform must begin with the acknowledgement that it cannot be accomplished by educators alone. We need commitment from nearly every sector of our community. We must collaborate in new ways, from planning to resource allocation to program implementation. It's also worthwhile to understand the roots of reform in America and our response here in Lane County.

## THE REFORM MOVEMENT




This is our opportunity to create new coalitions in order to accomplish a common vision. We encourage those involved in local and regional planning efforts to:

- ☐ Include broad representation in the planning.
- ☐ Embrace the vision for professional technical education in Lane County.
- ☐ Identify and understand each others' local and regional plans, programs, resources, strengths and limitations.
- ☐ Assess current efforts with a focus on finding new ways to collaborate.
- ☐ Develop local and regional strategies for allocation and reallocation of resources to meet goals for professional technical education.

Our goal is a seamless education system — a system accessible to all students, that will prepare them to be productive, motivated participants in tomorrow's workforce. This system encompasses the entire educational experience for students from kindergarten through primary, middle school and high school, programs for students with special needs, community college, trade and vocational schools, apprenticeship programs and higher education.

*This is a whole new concept of education for teachers. We will be empowering kids to think for themselves, to make their own decisions — and with that comes the ability to critique their own experiences in and out of the classroom.*

Teacher

In this seamless system, professional technical education will provide a continuum of services from entry into public school through the community colleges and into the workplace. It assumes a lifetime learning approach and includes retraining for workers who wish to change career directions.

We're off to a good start. Lane County's professional technical education strategy is in alignment with general economic development plans. The Regional Workforce Quality Committee is working to enhance collaboration between employment, training and education programs. Primary and secondary educators are involved. Lane Community College has been an active partner in workforce issues for some time, and the University of Oregon sees an important role for itself in the broad planning effort.

Now, we need to broaden that involvement. We urge you to learn all you can about professional technical education reform, develop your own priorities and ideas, and join us in accomplishing the visions that follow.

*The ground rule must be that we have a completely open forum. We will cherish each idea and give recognition to people with differing opinions.*

Corporate CEO

# A Vision for All Students

That all students will have the opportunity to realize their unique potential — in work, family and community — to become productive members of society.

- ☐ That students will begin learning about career opportunities in elementary school, and begin creating their personal plans in middle school to explore specific career and community interests.
- ☐ That students' plans will be supported by an integrated network of education, business and community organizations that nurtures, teaches and guides them in their pursuits.
- ☐ That programs will represent a break from stereotyped gender influences and females will seek careers in all technical fields in increasing numbers.
- ☐ That students will participate in a blended curriculum of professional, technical, academic and cultural activities that prepares them for a lifetime of successful learning and working.

Anticipated outcomes are that every student will...

...be treated as an individual.
...be offered problem-solving and decision-making skills that will lead to a productive life.
...have learning opportunities that connect to work and community.
...be actively involved in decisions affecting him or her.
...have a safe and secure learning environment.
...have a sense of working for the common good.
...gain self-esteem.
...be guided by a mentor and mentor younger students.
...go at his or her own pace.
...be eager to take risks, not be afraid to fail.
...become a successful worker and citizen.
...learn flexibility, be able to adjust to change.
...understand the economy, job opportunities and what it takes to earn a living.
...have strong basic skills and work ethic.
...be able to articulate his or her own goals and options.
...have tools for lifelong learning.
...have a portfolio that reflects his or her interests and aptitudes.
...see school as a resource and know where to go for answers.
...be accountable for his or her own successes and failures.

# A Vision for the New System

That Lane County develop a seamless professional technical education system encompassing kindergarten through higher education that will:

- ☐ Emphasize values and traits deemed vital for success in a competitive workforce.
- ☐ Promote higher order thinking and group problem-solving skills.
- ☐ Enhance opportunities for making informed career choices in a technological society.
- ☐ Understand and contribute to the economic foundation of our global society.
- ☐ Integrate and apply academic and technical skills.
- ☐ Demonstrate the relationship among community, education and the world of work.
- ☐ Be accessible to all students including those with special needs, minorities, gifted students, those with disabilities and students at risk.

Anticipated outcomes are that the system will...

...involve business in a significant role by identifying necessary competencies, offering work experience and producing job openings.

...identify and address the needs of people with disabilities.

...combine core subjects with applied career counseling.

...maintain district independence.

...be seamless, with a set of outcomes that are measurable and agreed upon by all levels of education.

...provide education dictated by the needs and capabilities of the student.

...use cultural differences as a resource that reflects our global economy.

...include all partners in assessment, planning and resource allocation.

...encourage collaboration and regional programs.

...encourage increased involvement of students, parents and community in designing new programs.

...allow teachers to enlarge the scope of their disciplines and work in teams.

*Thank you for investing the time to learn more about the vision for our students and for Lane County's professional technical education system.*

*Each of us sees this vision through the filters of our own experience — our family, our ethnicity, our community, our education, our career, our shared empowerment. Many of us have been working on professional technical education issues for years . . . we are newly committed to this vision.*

*Whether you are a student, parent, educator, business person or community leader, your ideas, beliefs and commitment can make the difference in realizing this vision for our county.*

*If you are involved in planning and implementing change in our schools, we invite you to read the following section. It contains the expectations, creative ideas and concerns of educators at all levels, business people, labor representatives, students and parents. We encourage you to consider their insights as you plan new professional-technical education efforts.*

*We invite you to join us as we prepare our children for the 21st century. Together, we can make a difference for the generations to follow.*

# A FRAMEWORK FOR ACTION

## RECOMMENDATIONS FOR PLANNING

As groups and individuals met to create our vision, we wanted to draw on the years of experience and advice that many in Lane County bring to professional technical education reform efforts. We interviewed more than thirty individuals, among them administrators, teachers, students, parents, business, labor and community representatives.

Individually, they shared their visions for our students and for professional technical education for Lane County. They offered their expectations, ideas and concerns. We offer them to you in the following pages as a resource for your local and regional planning efforts.

Taken together, the Vision and Framework for Action provide a strategy for individual school buildings and school districts and communities to strengthen opportunities for each student to be prepared for full participation in the world of work.

Local control and innovation in planning and implementing new directions is essential. Now, we have new opportunities to become part of a regional strategy, a countywide vision for teaching students and training workers.

We invite you to share the wisdom of your colleagues and, as you meet with others to plan for change, consider the five planning recommendations they have offered.

- ☐ EMPOWER PEOPLE TO LEAD, TO PARTICIPATE, TO CHANGE
- ☐ DETERMINE OUTCOMES, STANDARDS AND MEASURES
- ☐ ESTABLISH AN INTEGRATED NETWORK OF EDUCATION, BUSINESS AND COMMUNITY
- ☐ CREATE A COMMUNICATION NETWORK
- ☐ ACKNOWLEDGE THE PROCESS OF CHANGE

# EMPOWER PEOPLE TO LEAD, TO PARTICIPATE, TO CHANGE

*This vision requires a different kind of leadership. If the people in key positions are controllers, not much will happen. We need to empower people, support and facilitate them, then just lie back and watch the innovation occur!* Administrator

## EXPECTATIONS

- ☐ That the vision will be embraced by educators at all levels and by entire communities throughout Lane County.
- ☐ That local and regional planning be developed with consideration of alignment with the regional plan of the Lane County Professional Technical Education Consortium and the Regional Workforce Quality Committee.
- ☐ That planning efforts specify ways for everyone interested to become involved.
- ☐ That planning efforts and those involved will respect the diversity of communities, their approaches and their hesitations.
- ☐ That students, educators, business people, labor leaders, parents, grandparents and community leaders will be invited to participate in meaningful ways.
- ☐ That facilities, communications and programs are accessible to all students.
- ☐ That students will feel respected and involved in the decisions being made that will affect their lives.
- ☐ That administrators are creative with their time and resources and allow teachers to do the same.
- ☐ That managers and supervisors will be willing to empower those at all levels of education to lead.
- ☐ That a spirit of cooperation, not competition, prevail throughout the county in the planning and implementation of new endeavors.

## IDEAS

- ☐ Acknowledge and applaud the development of site-based committees in each district and use them as much as possible as the hub for information and planning.
- ☐ Empower teachers by giving them time to learn more — about our global economy, new technologies, local business needs and community interests.
- ☐ Provide time for key people to pursue changes and experiment with new activities. Recognize and reward those who do.
- ☐ Establish business connections for teachers to access.
- ☐ Empower parents by inviting and encouraging them into classrooms to share work experiences and act as mentors.
- ☐ Create a network of messengers for change. Include students, parents, teachers, business people and offer them the information and opportunities to participate.
- ☐ Involve parents and whole families in individual students' plans.
- ☐ Encourage schools to assist each other in reaching their goals.
- ☐ Empower parents by informing them about educational options for their children.

## CONCERNS

- ☐ Assure that all people who need to be involved are included in the planning process.
- ☐ A few will lead — others will be "forced" to follow.
- ☐ Perception that plans are already made and resources allotted.

# DETERMINE OUTCOMES, STANDARDS AND MEASURES

*Outcome-based education gives students the opportunity to master things as they go — be successful in small bites. By the time they leave the system, they have both the tools and the self-esteem to learn specific skills they need in their chosen workplace. And they have a good attitude about learning, so that they can adapt to changes as the workplace changes.* Superintendent

## EXPECTATIONS

- ☐ That opportunities for all students — young, old, minority, disabled, gifted, at-risk — will be offered.
- ☐ That students participate actively in determining outcomes, standards and measures for what they learn and how their education relates to work, family and community.
- ☐ That outcomes address personal values of dignity, equity, self-esteem, responsibility, confidence and accountability.
- ☐ That outcomes are realized through a balance of classroom time, special projects, work opportunities, mentorships.
- ☐ That each student has a plan with specific goals and a mentor to guide him or her.
- ☐ That students, teachers and administrators are willing to experiment with new activities, classes and directions and provide honest feedback that will lead to abandoning what doesn't work and fine tuning what does.

## IDEAS

- ☐ Agree on resources to use as the basis for planning discussions.
- ☐ Commit to the long term study of outcomes and their application to the workplace.
- ☐ Encourage each student to keep a journal of interests, explorations and experiences to help them track success toward their goals and outcome measures.

- ☐ Create an educational continuum with multiple drop off and reentry points.
- ☐ Create a combination of specific and general outcomes that can be used countywide.
- ☐ Integrate academic and technical skills through applied cognitive and theoretical learning.
- ☐ Create a basic set of outcomes and expect students to participate in selecting and creating some of their own.
- ☐ Create outcomes and measures that acknowledge the need to look beyond Lane County and prepare students for the global job market.
- ☐ Use a process for continuous quality improvement.

## CONCERNS

- ☐ Are the needs of large and small businesses different enough in Lane County to address them separately?
- ☐ How can we assure the blending of academic and applied approaches to get to our outcomes?
- ☐ How do our outcomes need to fit with what is happening on a state level?
- ☐ How do the outcomes connect with college entrance requirements?

> *It's critical that our kids learn perseverance and accountability. I think the CIM program is good for this... they will learn, then be tested and IF they succeed, be able to go on. If they can slide through school, we'll just teach them that they can slide through life — it will be a rude awakening when they realize they can't.* Parent

# ESTABLISH AN INTEGRATED NETWORK OF EDUCATION, BUSINESS AND COMMUNITY

*The highest priority is to clearly identify the specific needs of the student and the employer, and to refine our systems continually as those needs change.* Administrator

## EXPECTATIONS

- ☐ That professional technical education reform be treated as but one important piece in the broader vision of education reform — from kindergarten through higher education and the range of options in between — and that those involved are sensitive to the impacts on all levels.
- ☐ That efforts increase to leverage and consolidate funding among agencies.
- ☐ That we create a seamless and flexible system of education for students to move at their own pace, with individual goals.
- ☐ That we create increased opportunities for educators at all levels to meet and strategize options for students.
- ☐ That there be collaborative staff and curriculum development . . . from kindergarten through higher education.
- ☐ That teachers and business people spend time together and learn from each other to create meaningful work-related activities for students.
- ☐ That the interest and needs of business and industry be integrated into all curriculum planning.
- ☐ That businesses allocate time and resources necessary to invest in the vision for Lane County students.
- ☐ That support services be offered and accessible to students who need them so all students can participate.
- ☐ That service clubs and other community-based organizations commit to the vision and find ways to participate.
- ☐ That schools coordinate curriculum and reform activities so students can transfer with minimal disruption in their program.

## IDEAS

- ☐ Launch community efforts to educate and inform Lane County businesses about professional technical education reform and the vital roles large and small business can play.
- ☐ Target businesses for partnership efforts through Chambers of Commerce, trade and small business organizations.
- ☐ Broaden business participation from advisory roles to active and meaningful participation.
- ☐ Encourage service clubs throughout Lane County to commit to the vision and specific roles for members.
- ☐ Assure that higher education is attuned and sensitive to the needs of business and the schools to train in needed curriculum development skills.
- ☐ Create a clearinghouse for schools, businesses and community groups to access information about local planning efforts, challenges and successes experienced by schools throughout the county.
- ☐ Assess the myriad of organizations, boards, committees and initiatives for professional technical education reform in Lane County and consider streamlining the current structure.
- ☐ Optimize the use of electronic communication and instructional technology.

## CONCERNS

- ☐ The business community's commitment to education reform is unclear.
- ☐ We need to help businesses see education reform as a profitable investment for all business in Lane County.
- ☐ Issues of turf continue to prevail. Who will get what? Will some organizations, positions, efforts become obsolete?
- ☐ We need to be sure to address the apprenticeship programs and how they fit with the reform agenda.
- ☐ All major partners need to see reform efforts as a collective agenda — everyone investing will bring profitable results for all.

# CREATE A COMMUNICATION NETWORK

*Our first priority is a communication network. We have so many groups working to a similar end, if we don't share, we're doomed to failure. We need a process that brings the community together cooperatively.* Superintendent

## EXPECTATIONS

- ☐ That an identity will be created for the vision that all partners can embrace, support and be proud of.
- ☐ That the identity and invitations to become involved will bring new players and innovative ideas to the effort.
- ☐ That we will acknowledge and applaud current reform efforts as a strong beginning to realizing the vision.
- ☐ That Lane County's vision for professional technical education will be broadcast and accessible in every corner of the county.
- ☐ That a new image of professional technical education as vital for all students will emerge.
- ☐ That as plans are developed, people are empowered and change occurs, the good news is disseminated throughout the county.
- ☐ That questions will be answered, uncertainties dealt with and information offered for those critical to realizing the vision.

## IDEAS

- ☐ Create a communication network to gather and disseminate information about planning, implementation efforts and progress.
- ☐ Provide clear, concise, jargon-free information on a regular basis through effective and inclusive networks.
- ☐ Create a resource base of ideas, projects, articles, speakers and solutions for schools, businesses and community organizations to use.
- ☐ Encourage Lane County media to donate space, time and print to publicizing efforts toward achieving the vision.
- ☐ Encourage community groups and service clubs to publicize and participate in the vision.
- ☐ Offer information to the legislature on reform plans and successes as they deliberate funding for education reform.

## CONCERNS

- ☐ There are so many organizations, people and efforts involved in the reform efforts — the movement seems disjointed now.
- ☐ Marketing and public relations are often low priority items.

> *Including representation of minority groups in all critical decision-making groups will assure that we tap our cultural diversity as the rich resource it is.* Business Leader

# ACKNOWLEDGE THE PROCESS OF CHANGE

*We've hung our hearts on new ideas before that didn't happen. This time we really need to focus on the purpose and the process.* Principal

## EXPECTATIONS

- ☐ That all those needed to achieve our vision will receive the information they need to be convinced that change is necessary and imminent.
- ☐ That the reasons for change and potential results are articulated in ways that are easy to for those hesitating to accept.
- ☐ That those implementing change are encouraged, supported and acknowledged for their role.
- ☐ That those who feel threatened will have their questions answered, will be respected, their viewpoints included and valued.
- ☐ That turf will be put aside for a commitment to the greater good.
- ☐ That changes already occurring will provide the impetus for more change.

## IDEAS

- ☐ Acknowledge that change is a continuous process, that is harder for some.
- ☐ Take time to celebrate programs and efforts being "retired" before launching new ones.
- ☐ Create open, accessible and inclusive processes for communications and decision-making.
- ☐ Acknowledge the reallocation of time and resources necessary to move our vision to action.
- ☐ Acknowledge the different levels of change necessary for professional technical education reform — from schools to institutional levels.

- ☐ Address the impact of change in all areas — rural and urban, large and small districts.
- ☐ Create forums to address issues of change. Deal openly and honestly with people's fears, hesitations and questions.
- ☐ Encourage people to plan for change regardless of perceived barriers. Planning costs little and can often lead to creative solutions.
- ☐ Be honest about the realities of what can be done without further funding and what can be done by reallocating time and current resources.
- ☐ Listen and be attentive to any and all concerns as valid and worthy of a response.

## CONCERNS

- ☐ Issues of turf and trust are major concerns.
- ☐ Will I lose my power, my position? Is there a place for me in this new movement? Will I be up to the task to change?
- ☐ If state level reform initiatives and organizations lose momentum or don't receive funding, this too will pass.
- ☐ This looks like just another fad.
- ☐ It will be hard to take this all seriously until there is some money allocated to it.

> *We've made this major division in education — between workforce-oriented kids and college-oriented kids. But in reality, everybody's going to be in the workforce. So we need a blend in education that makes it more pertinent to both groups.*
>
> Administrator

# SIGNATORIES FROM BUSINESS/INDUSTRY, EDUCATION AND LABOR TO THE VISION FOR PROFESSIONAL TECHNICAL EDUCATION FOR LANE COUNTY, OREGON

## LANE COUNTY PROFESSIONAL TECHNICAL EDUCATION COMMITTEE

Dan Barker, Superintendent, Crow-Applegate-Lorane School District, Eugene
Sara Jane Bates, Director of Instructional Services, Lane Education Service District, Eugene
Dan Campbell, Training Coordinator, Central Training Trust, Eugene
Marv Clemons, Regional Coordinator, Professional Technical Education, Lane Education Service District, Eugene
Susan Daluddiung, Development Service, City of Eugene, Springfield
Nora Deery, Foods Services, University of Oregon, Eugene
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Andrea Newton, Assistant Principal, Professional Technical Education, Willamette High School, Eugene
Margaret Nichols, Superintendent, Eugene School District 4J, Eugene
Pat Riggs, Southern Willamette Private Industry Council, Eugene
John Rollofson, Superintendent, Blachly School District, Blachly
Gary Russell, Administrator, Sacred Heart Hospital, Eugene
Jeff Shields, General Manager, Emerald Public Utility District, Eugene
Don Shutt, Assistant Superintendent, Springfield School District, Springfield
Steve Swisher, Superintendent, South Lane School District, Cottage Grove
Hartley Troftgruben, Coordinator, Professional Technical Education, Springfield School District, Springfield
Larry Warford, Vice President Community & Economic Development, Lane Community College, Eugene
Franz Wogen, Apprenticeship Consultant, Bureau of Labor and Industries, Eugene

## LANE COUNTY PROFESSIONAL TECHNICAL EDUCATION CONSORTIUM

Dan Barker, Superintendent, Crow-Applegate-Lorane School District, Eugene
Dean Cherbes, Assistant Principal, Elmira High School, Elmira
Marv Clemons, Regional Coordinator, Professional Technical Education, Lane Education Service District, Eugene
Russ Conklin, Principal, McKenzie River High School, Finn Rock
Vonnie DePuente, Teacher, Mapleton High School, Mapleton
Judith Gabriel, Coordinator for Tech Prep, Lane Community College, Eugene
Joe Garrison, Teacher, Churchill High School, Eugene District 4J, Eugene
Cathy Gilham, Counselor, McKenzie River High School, Finn Rock
Marge Gonzalez, Teacher, Creswell High School, Creswell
John Granger, Teacher, Mapleton High School, Mapleton
Denise Gudger, Assistant Principal, South Eugene High School, Eugene
Judy Hampton, Counselor, Oakridge High School, Oakridge
Fred Haynes, Educational Sales, Point Control Company, Eugene
Steve Jones, Teacher, Mohawk High School, Marcola
Jeff Juenemann, Teacher, Junction City High School, Junction City
Jeanne Mallchok, Assessment Coordinator, Lane Education Service District, Eugene
Steve McDermott, Counselor, Triangle Lake High School, Blachly
Paula Medaglia, Youth Program Specialist, Southern Willamette Private Industry Council, Eugene
Andrea Newton, Assistant Principal, Professional Technical Education, Willamette High School, Eugene
Ralph Perkins, Teacher, Pleasant Hill High School, Pleasant Hill
Lyle Rilling, Principal, Junction City High School, Junction City
Joan Stoddard, Grant Monitor, Oregon Department of Education, Salem
Steve Swisher, Superintendent, South Lane School District, Cottage Grove
Glenn Syron, Principal, Lowell High School, Lowell
Hartley Troftgruben, Coordinator, Professional Technical Education, Springfield School District, Springfield
Judd Van Gorder, Assistant Principal, Cottage Grove High School, Cottage Grove
Bob Way, Director, Cooperative Education, Lane Community College, Eugene
John Weeks, Assistant Principal, Siuslaw High School, Eugene

# RESOURCES

Resources are available on loan through the Lane Education Service District Media Services Section. Please call (503) 689-6500. Boxed items ■ are highly recommended.

## REPORTS, PAPERS, LEGISLATION

"Achieving Workforce Competitiveness: A Statement of Principles," Career College Association, Washington, D.C. 1992.

"America and the New Economy," Anthony Patrick Carnevale, The American Society for Training and Development and U.S. Department of Labor, Washington, D.C., 1991.

■ "America's Choice: High Skills or Low Wages!" The report of the Commission on the Skills of the American Workforce, National Center on Education and the Economy, Rochester, N.Y., June 1990.

"A Nation Prepared: Teachers for the 21st Century," The report of the Task Force on Teaching as a Profession, Carnegie Forum on Education and the Economy, Carnegie Corporation, N.Y., May 1986.

"Business-Education Partnerships in Oregon," Oregon Department of Education, 1990.

"Collaborative Efforts Between Vocational and Academic Teachers: Strategies that Facilitate and Hinder the Efforts," National Center for Research in Vocational Education, University of California, Berkeley, October 1992.

"Competence, Confidence and Competitiveness in a Global Economy: A Vision of Vocational Education and Workforce Development for the 21st Century," Draft paper, National Association of State Directors of Vocational Technical Education Consortium, August 31, 1992.

"Educational Reform in Oregon: The Oregon Business Council Responds," Oregon Business Council, David T. Conley, University of Oregon, 1992.

"From School to Work," Policy Information Report, Policy Information Center, Educational Testing Service, Princeton, N.J., 1990.

■ "High Performance Work Organization: Improving Oregon's Competitiveness in the Global Economy," A report to the Joint Legislative Committee on Trade and Economic Development, September 1992.

"How Schools Shortchange Girls," A study of major findings on girls and education, American Association of University Women and Educational Foundation, Wellesley College Center for Research on Women, 1992.

"Learning a Living: A Blueprint for High Performance," A SCANS full report and Executive Summary for America 2000, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, Washington, D.C., April 1992.

■ "Lessons From the Old School: European Workforce Development Strategies for Oregon," A white paper based on a German Marshall Fund Tour of the European Education and Job Training System, Joint Committee on Trade and Economic Development, Oct. 31, 1990.

"Oregon Benchmarks: Standards for Measuring Statewide Progress and Government Performance," Report for the 1993 Legislature, Oregon Progress Board, December 1992.

Oregon Department of Education, Task Force Report Summaries — 21st Century Schools, Fall 1992.

■ Oregon Educational Act for the 21st Century, 66th Oregon Legislative Assembly, 1991 Regular Session, House Bill 3565.

"Oregon Employer Survey: Worker Training and Work Organization," Oregon Workforce Quality Council, Oregon Economic Development Department, Oregon Employment Division and the Progress Board, 1992.

Oregon Workforce Quality Act, 66th Oregon Legislative Assembly, 1991 Regular Session, House Bill 3133.

■ "Oregon's Workforce Development System: A Vision for the Year 2000," Draft for public comment, Oregon Workforce Quality Council, Office of Educational Policy and Planning, Sept. 23, 1992.

"The Forgotten Half: Pathways To Success for America's Youth and Young Families," Final report on Youth and America's Future, The William T. Grant Foundation on Work, Family and Citizenship, Nov. 1988.

"The School to Work Connection," A report on "The Quality Connection: Linking Education and Work," a national conference sponsored by Secretaries of Labor and Education, Washington, D.C., U.S. Department of Labor & U.S. Department of Education, May 1990.

"What Work Requires of Schools. A SCANS report for America 2000," full report and a letter to parents, employers and educators from the Secretary of Labor and the Secretary's Commission on Achieving Necessary Skills. U.S. Department of Labor, June 28, 1991.

## PERIODICALS

Gene Bottoms, "Closing the Gap: SREB Program Blends Academic Standards, Vocational Courses," *Vocational Education Journal*, Nov./Dec. 1992, pp. 26-27.

## LANE COUNTY REGIONAL WORKFORCE QUALITY COMMITTEE

Michael Buckley, District Manager-Adult & Family Services, Eugene
Dan Campbell, Training Coordinator, Central Training Trust, Eugene
Emsley Curtis, Carpenters Union, Springfield
Ellie Dumdi, Lane County Commissioner, Eugene
Chuck Forster, Executive Director, Southern Willamette Private Industry Council, Eugene
Ron Garriott, McDonald Industries, Eugene
Mark Hetrick, Security Pacific Bank, Eugene
Doug King, Human Resource Manager, Weyerhaeuser Company, Springfield
Gerald Kissler, Sr. Vice Provost for Planning & Resources, University of Oregon, Eugene
Steve Manela, Sr. Program Services Coordinator, Lane County Health and Services Department, Eugene
Jerry Moskus, President, Lane Community College, Eugene
Andrea Newton, Professional Technical Education, Willamette High School, Eugene
Lucille Nielsen, Nationally Certified Counselor, Eugene
Art Paz, Architect, Eugene
Gary Pierpoint, Vice President, The Bank of California, Eugene
Pat Riggs, Southern Willamette Private Industry Council, Eugene
Steve Swisher, Superintendent, South Lane School District, Cottage Grove
Margaret Theisen, Director of Rehabilitation, Goodwill Industries, Eugene
Jack Viscardi, 2G Construction, Eugene
Howard Yamamoto, Manager, Eugene/Springfield Employment Division, Springfield

## LANE COUNTY SCHOOL DISTRICT SUPERINTENDENTS

Kent Hunsaker, Bethel School District 52, Eugene
John Rollofson, Blachly School District 90, Blachly
Duane Lyons, Creswell School District 40, Creswell
Dan Barker, Crow-Applegate-Lorane School District 66, Eugene
Margaret Nichols, Eugene School District 4J, Eugene
Patrick Burke, Fern Ridge School District 28J, Elmira
Don Anderson, Junction City School District 69, Junction City
Ron Johnson, Lowell School District 71, Lowell
Dale Nees, Mapleton School District 32, Mapleton
Doss Bradford, Marcola School District 79J, Marcola
Ed Curtis, McKenzie School District 68, Finn Rock
Michael Keown, Oakridge School District 76, Oakridge
James Howard, Pleasant Hill School District 1, Pleasant Hill
Glenn Butler, Siuslaw School District 97J, Florence
Steve Swisher, South Lane School District 45J, Cottage Grove
Paul Plath, Springfield School District 19, Springfield

## OTHERS IN LANE COUNTY COMMITTED TO LANE COUNTY'S VISION

Joel Bailey, Parent, Culp Creek
Sara Banister, Student, Willamette High School, Eugene
Don Bjerke, Student, Willamette High School, Eugene
Lilly Chamberlain, Student, Willamette High School, Eugene
Jeri Dickinson, Cottage Grove High School, Cottage Grove
Connie Green, Parent, Cottage Grove
Karie Hume, Student, Willamette High School, Eugene
Jim Jamieson, Willamette High School, Eugene
Rory Rice, Student, Willamette High School, Eugene

## OTHERS COMMITTED TO LANE COUNTY'S VISION

J D Hove, Assoc. Supt. for Professional Technical Education, Oregon Department of Education, Salem
Dale Parnell, Oregon State University, Corvallis
Norma Paulus, Superintendent of Public Instruction, Oregon Department of Education, Salem
Barbara Roberts, Governor of Oregon
Vern Ryles, CEO, Poppers Supply, Portland, and Chair of the Oregon Workforce Quality Council
Joyce Reinke, Asst. Supt. for 21st Century Schools, Oregen Department of Education, Salem

William E. Brock. "A Vision for Education: SCANS Chairman Sees Need for High-Performance Schools. *Vocational Education Journal*. Oct. 1992. pp. 21-22.

Margaret Hallock and Bob Baugh. "High Stakes: Oregon labor sets agenda for high skill, high wage strategy." *Labor Research Review* #19 1992. pp. 69-81.

"How to Teach Our Kids — Education: A Consumer's Handbook." *Newsweek* Special Edition. Fall/Winter 1992.

Dale Hudelson. "Roots of Reform: Tracing the Path of Workforce Education." *Vocational Education Journal*. Oct. 1992. pp. 28-29.

"Human Capital: The Decline of America's Workforce." *Business Week*. Sept. 19, 1988. pp. 100-121.

■ Herbert Kohl. "Education in A Fix: Reformers offer many cures for the ills of public schooling." *Vocational Education Journal*. Oct. 1992. pp. 32-33.

Michael D. Lemonick. "Tomorrow's Lesson: Learn or Perish." *Time*. Fall 1992. pp. 59-60.

■ National Alliance of Business. "The Disappearing Quality of the U.S. Workforce: What can we do to save it?" *Time*. May 29, 1989.

"Saving Our Schools." *Business Week*. Sept. 14, 1992. pp. 70-85.

■ "The Human Equation: Replenishing Human Capital: Skills on the Skids: Learning a Living: Rethinking School: Remedies for Social Ills." *Business Week* Special Bonus Issue 1992. pp. 75-106.

## BOOKS

George H. Copa and Virginia H. Pase. *New Designs for the Comprehensive High School*. National Center for Research in Vocational Education. University of California, Berkeley. 1992.

■ Dale Parnell. *The Neglected Majority*. The Community College Press. Washington, D.C., A Division of the American Association of Community and Junior Colleges. 1985.

Peter M. Senge. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday/Currency. 1990.

Arthur G. Wirth. *Education and Work for the Year 2000: Choices We Face*. Jossey-Bass. San Francisco. 1992.

National Center for Research in Vocational Education. *New Designs for the Comprehensive High School, Volumes 1 and 2*. University of California, Berkeley. Fall. 1992 DRAFT.

## AUDIO AND VIDEO TAPES

■ "America's Choice: High Skills or Low Ages." Ira Magaziner. Audio tape of a presentation made at Work Now and In The Future Conference. Portland, OR 1990.

■ "Changes Around the World: Coping with the Changes Needed in American Schools." Video tape of Dr. William Dagget presenting why American students are not prepared for the workforce.

"Discovering the Future: The Business of Paradigms." Video tape of Joel Barker discussing the process of change and making it an integral part of our new paradigms.

"Discovering the Future: The Power of Vision." A video tape sequel to "The Business of Paradigms."

"Green Cows, Quaggas and Mummies." Video tape of Lowell Catlett taking a futuristic look at change through the innovations in genetic engineering.

"House Bill 3565 Task Force Tapes." A series of 11 video tapes of EDNET teleconferences on the final reports from each task force. CIM, CAM, Extended School Year, Bringing Social Services to Schools, Site Councils, Performance Based Assessment, Alternative Learning Environments.

"The Deming of America." A video tape overview of W. Edwards Deming's theory of management and his ideas and concepts about quality and their application in the United States.

"The Fourteen Points." A video tape presentation of Deming's 14 points that lead to an effective, efficient organization.

## OTHER RESOURCES

"21st Century Schools." Copies of slides from presentation by J.D. Hove, Associate Superintendent of Professional Technical Education, Oregon Department of Education.

■ "Definition of Professional Technical Education." Oregon Department of Education, Office of Professional Technical Education. 1993.

"Education System Development: Restructuring Process Flow." Joann DeMott, Christine Tell. October 1, 1992.

"Leading Change Through Turbulent Times." Change Leaders' Handbook. The Cumulus Group. Ed Warnock. Beaverton, OR. 1992.

"Legislative and Policy Statements." Oregon Professional Technical Development Association. June 1992.

"Oregon's Educational Act for the 21st Century." Six-page overview of House Bill 3565. Oregon School Boards Association. 1992.

■ "Some Ways Schools Can Begin to Change to Anticipate House Bill 3565." A listing of 13 ideas for schools. David T. Conley. University of Oregon. 1992.



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## LANE COUNTY EDUCATION REFORM EFFORTS

21st Century Schools Model Sites

Cottage Grove and Willamette High Schools are implementing programs in various areas. Both are implementing programs in Total Quality Management, Block Scheduling, Work Place Basics and Structured Work Experience, Principles of Technology, CIM, CAM (Industrial and Engineering Systems and Business and Management Strands), Outcome Based Education and Cooperative Learning, Performance Based Assessment using Portfolios, Applied courses in Communications, Mathematics and Bio/Chemistry, Applied Economics, Youth Apprenticeship Development and the Tech Prep Associate Degree.

## OTHER APPLIED PROGRAMS IN LANE COUNTY

Principles of Technology – Churchill, Crow Applegate, Junction City, Lane CC, Mapleton, McKenzie, Springfield, Thurston

Applied Mathematics – Churchill, Elmira, Junction City, Lane CC, North Eugene, Sheldon

Applied Communications – Junction City, Sheldon

Applied Bio/Chemistry – Mapleton

Materials Science – Churchill

## STATE APPROVED PROFESSIONAL TECHNICAL PROGRAMS OFFERED IN LANE COUNTY

Accounting – Offered in all but five Lane County high schools

Agriculture/Agribusiness – Cottage Grove, Creswell, Junction City

Computer Aided Drafting – Churchill, Elmira, Junction City, Lane CC, Mapleton, North Eugene, Oakridge, Sheldon, Springfield, Thurston, Triangle Lake

Computer Aided Manufacturing – Cottage Grove, Elmira, Mapleton, Lane CC, North Eugene, Oakridge, Pleasant Hill, Siuslaw, Springfield, Thurston, Triangle Lake, Willamette

Construction – Junction City, Lane CC, North Eugene, Thurston

Cooperative Work Experience – Offered in all Lane County high schools

Early Childhood Education – Churchill, Cottage Grove, Lane CC, Marcola, North Eugene, Willamette

Electronic Music – Churchill, Lane CC

Food Service – Churchill, Cottage Grove, Lane CC, Lowell, Marcola, North Eugene, Willamette

Forestry – Cottage Grove, Creswell, Pleasant Hill, Thurston

Health Occupations – Churchill, Lane CC, Sheldon, Springfield, Thurston

Mechanical Technology – Cottage Grove, Crow Applegate, Elmira, Junction City, Lane CC, Springfield, Thurston, Willamette

Office Occupations – Offered in all Lane County high schools

Radio/TV Broadcasting – Churchill, Lane CC, Sheldon

## DISTRICT SPECIFIC PROGRAMS

Academy Programs – Eugene 4J

Technology 2000 – Eugene 4J

Job Training Partnership "In School" Programs – Southern Willamette Private Industry Council, JTPA

# A VISION

## FOR PROFESSIONAL TECHNICAL EDUCATION REFORM

*Funded and Supported by*
*K-14 Education in Lane County through*
*Lane Education Service District*
*Lane County Professional Technical Education Consortium*
*Lane Community College*
*Lane County Regional Workforce Quality Committee*

*Report compiled by Pat Newport, Project Management Consultant*
*1993*

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